

University at Buffalo The State University of New York | REACHING OTHERS

## Teaching Mentoring by Department Chairs

Xiufeng Liu, PhD  
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Director, Center for Educational Innovation

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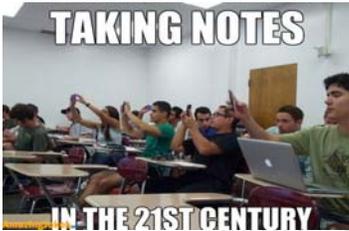
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## Today's College Students



**TAKING NOTES**  
**IN THE 21ST CENTURY**

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## Why Quality Teaching Matters?



Only 33% earn their bachelor's degrees within four years

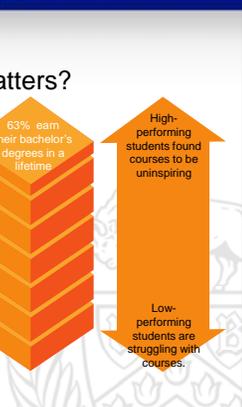
50% earn their bachelor's degrees within six years

63% earn their bachelor's degrees in a lifetime

High-performing students found courses to be uninspiring

Low-performing students are struggling with courses.

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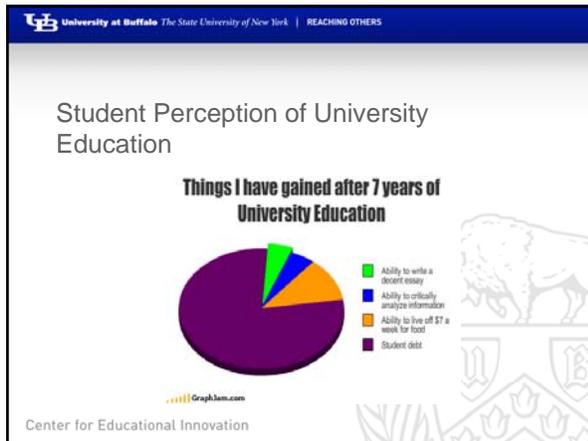
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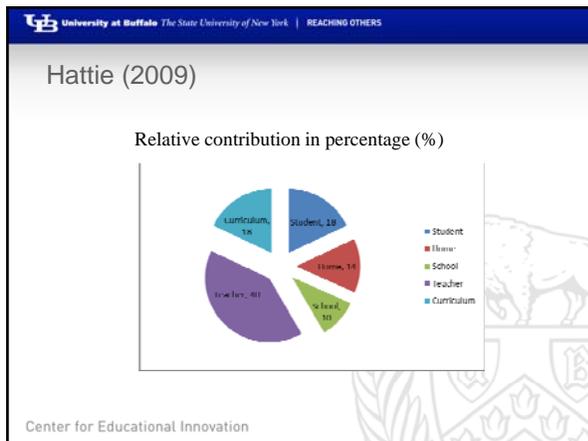
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- ### What Can Chairs Do to Mentor Faculty in Teaching?
- 1 Developing faculty basic teaching competence
  - 2 Promote a department culture in valuing excellent teaching
  - 3 Supporting faculty participation in professional development in teaching
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### Developing Faculty Basic Teaching Competence

**Case: Teaching Evaluations**

Professor Robinson, a faculty member in your department, agreed to teach the introductory course that no one wanted to teach. He tried several new teaching techniques in his course but got poor student evaluations. At the end of the semester, the curriculum committee asked the department chair to review his performance and take action.

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### Teaching Practice Inventory (Wieman & Gilbert, 2014)

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### Teaching Practice Inventory: UB Gateway Courses in Math, Biology, Chemistry and Physics

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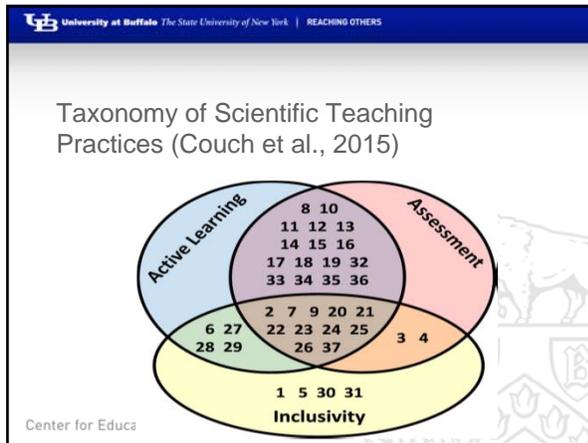
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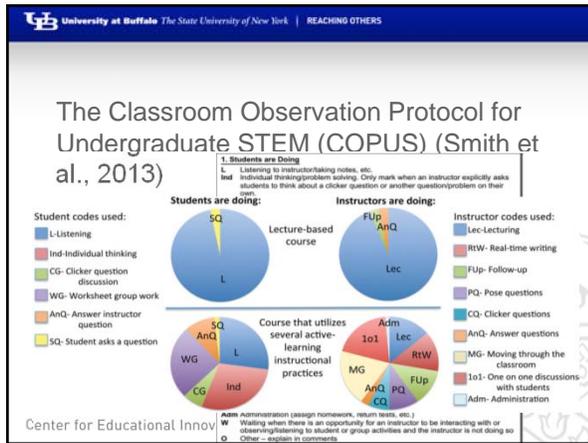
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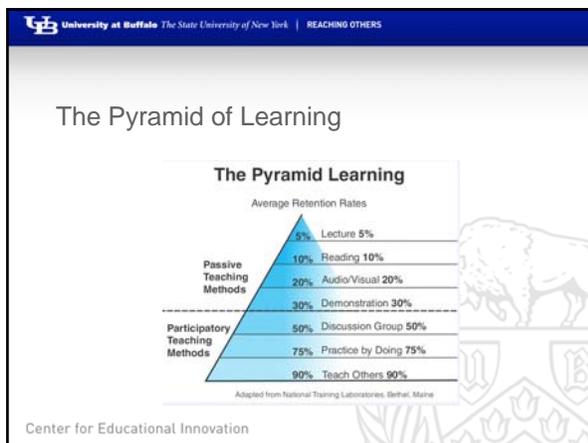
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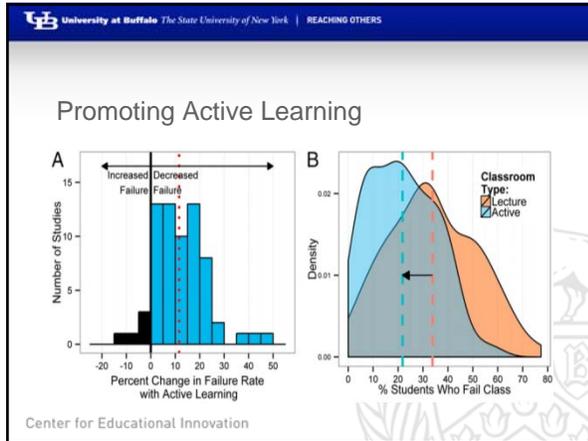
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### Promote a department culture in valuing excellent teaching

**Case: Overextended**  
Professor Dasgupta, a faculty member in your department, is an excellent teacher, as far as anyone can tell. She works tirelessly to make her classes engaging and challenging. Students do well in her class, on average, and they give her fantastic evaluations.  
You are a member of her tenure committee and are concerned that she is spending too much time teaching, and even more on research. She is constantly pulled in several directions. How much longer can she keep up the pace? Something will have to give.

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## UB Faculty Handbook

**Section III Item F: Teaching Assessment and Improvement**

An integral part of our scholarly mission is the dissemination of knowledge to and the cultivation of intellectual and professional skills among our students. While excellence in content is the primary criterion by which the effectiveness of instruction at a research university is measured, it is also of great importance that we continually assess and work to improve the teaching process itself.

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Scholarship of Discovery

Scholarship of Application

Scholarship of Integration

Scholarship of Teaching

SCHOLARSHIP RECONSIDERED

Ernest L. Boyer

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**PULSE** Partnership for Undergraduate Life Sciences Education

The PULSE Vision & Change Rubrics version 2.0

- Attitude Toward Change Initiatives
- Strategies for Promoting Change in Teaching Culture
- Concrete Implementations Promoting Change in Teaching Culture.

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### What Can Chairs Do to Mentor Faculty in Teaching?

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### Faculty Professional Development Opportunities at UB

- CEI offers a variety of essential services related to applications of educational technology, online learning, and student assessment and program evaluation
- CEI offers a comprehensive list of professional development opportunities year-round
- CEI Seed grant for promoting pedagogical innovation
- UB University at Buffalo Excellence in Course Instruction Through Enquiry (UB EXCITE)
- Teaching Observation

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### Faculty Professional Development Opportunities: National and International

A Changing Landscape:  
The Scholarship of  
Teaching and Learning



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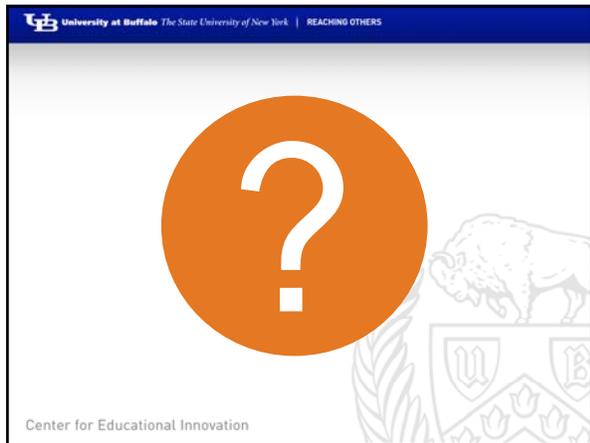
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